

California Commission on Teacher Credentialing Newsletter

Volume 11, Number 1

Spring 1997

Commission Selects Distinguished Leaders as Chair, Vice Chair



*Carolyn Ellner
Chair*



*Torrie L. Norton
Vice Chair*

The state Commission on Teacher Credentialing elected Dr. Carolyn Ellner, Dean of the School of Education at California State University, Northridge, to serve as Chairperson for the coming year. Torrie L. Norton, an educator at San Dieguito High School District in San Diego County, who works with special education students and programs, was selected as Vice Chair.

Dr. Ellner received her Bachelor's degree *cum laude* from Mount Holyoke College and her Master's degree from Teachers College, Columbia University, where she was a President's fellow. She received her Ph.D. with distinction from UCLA. She has co-authored two books, *Studies of College Teaching* and *Schoolmaking*, and has published widely in the fields of curriculum, instruction, and teacher preparation. She is listed in

Who's Who in America and Who's Who in American Women.

Dr. Ellner serves on numerous local, state and national boards and commissions. She is a trustee of the Los Angeles Education Alliance for Restructuring Now (LEARN), and a trustee for Mount Holyoke College in Massachusetts. She has completed more than twenty program evaluation projects for such agencies as the California State University, the Orange County Grand Jury, the Los Angeles County Schools, and the Western Association of Schools and Colleges.

The Vice Chair, Torrie Norton, is a certified multiple subjects and learning handicap teacher and resource specialist. She also holds credentials in pupil personnel services and school administration. She is past president of the San Diego Council

of Administrators for Special Education, and is a member of the adjunct faculty at National University.

Contents:

Alternative Certification Funds	Page 11
Apprenticeship Programs	Page 10
BTSA Expansion	Page 12
Child Development Permits	Page 7
Committee of Credentials	Page 8
Committee on Accreditation	Page 14
Direct Application Study Results ..	Page 13
Legislative Update	Page 9
Math Teacher Shortage	Page 7
New BTSA Teachers	Page 12
Program Evaluation Schedule	Page 14
Recruiting New Teachers	Page 11
RICA	Page 6
SB 1422 Panel Recommendations ..	Page 4
Teaching Profession Standards	Page 5

A Message From the Chair, Carolyn Ellner, Ph.D.



Senator Dede Alpert, author of legislation resulting from the Comprehensive Review of Teaching Credential Requirements (SB 1422 study), appears with Sam Swofford, Carolyn Ellner, and Torrie Norton at the Commission's March meeting. Senator Alpert chairs the Senate Select Committee on Educational Standards and Teacher Training.

As Chair of the Commission on Teacher Credentialing, I wish to express my support of Governor Wilson's initiative to reduce class sizes in the primary grades of all California schools. Respected educators, parents and teachers have, for many years, pointed to large class size as one of the most pervasive problems facing public education today. No matter how good teachers may be, they face impossible odds when they are asked to educate groups of over thirty young children at a time. Add to this the diverse nature of California's student population and the social issues that are brought into the classroom on a daily basis, and it is amazing that children and teachers succeed as well as they do. In kindergarten through grade three, the Class Size Reduction Program enables teachers to give needed attention to the development of basic skills in such areas as reading and mathematics, and to the development of the critical thinking skills that will be essential in the 21st century.

The Class Size Reduction Program dovetails beautifully with other efforts aimed at improving the education of California's children. It supports the efforts of the Superintendent of Public Instruction to improve the reading skills of young children. The teaching skills and student goals set forth in the publication *Teaching Reading: A Balanced, Comprehensive Approach to Teaching Reading in Prekindergarten Through Grade Three*, issued jointly by the State Superintendent of Public Instruction, the California State Board of Education, and the California Commission on Teacher Credentialing, are achievable when classes are small enough to allow teachers to do their job.

While the Commission expresses its gratitude and enthusiasm for what has been accomplished, we are aware of the enormous challenges that confront school districts, teacher preparation colleges and our agency in achieving a successful implementation of this significant initiative. The demand for well-prepared, talented teachers has always been with us. But the dramatic lowering of class sizes in grades K-3 greatly increases that demand. Simply to provide fewer children in a classroom with an educated adult will not of itself bring about the improved learning that we desire. We must place a well-prepared, highly motivated teacher in each class -- a teacher who has an understanding of effective teaching practice and who can take advantage of the smaller class size to focus on the individual needs of each child. The Commission recognizes that this cannot be done immediately. School districts, colleges and universities will be required to work creatively and with extraordinary speed and energy to meet the challenges and opportunities presented by the Class Size Reduction Program.

While there are challenges to be faced in seeing the Governor's goal to fruition, these challenges are not insurmountable. By working together, we can assure successful implementation of this important program. School districts, universities offering teacher preparation programs and the Commission can each do their part to allow a smooth transition and to support the efficacy of smaller class size. The Commission has mailed to all school district superintendents a publication entitled *Certification Alternatives for Implementing Class Size Reduction in Grades K-3: Suggestions of the California Commission on Teacher Credentialing to Expand the Pool of Teachers While Maintaining High Standards*. We hope it will be helpful to school districts and applicants alike. If you are interested in obtaining this information, you may contact the Commission.

Whatever alternatives are used, we urge districts to maintain high standards for those who will teach their children. We must meet the challenge set before us without sacrificing quality education.

--Dr. Sam W. Swofford

A Message From the Executive Director



In her message in this issue of the CCTC Newsletter, Dr. Carolyn Ellner expressed the Commission's support of the Class Size Reduction Program and stressed the importance of maintaining the quality of our teaching force. The implementation of the program offers new challenges to school districts to recruit individuals authorized to teach in a self-contained classroom. The number of teachers required to fill the new classrooms will, in the short term, exceed the available pool of credentialed teachers. Over the last four years the Commission has issued approximately 8,000 Multiple Subject Teaching Credentials each year to fully trained teachers who are being awarded a credential to teach in an elementary classroom for the first time. In addition to that we have issued approximately 2,000 emergency permits and 360 internship credentials for elementary classroom instruction each year. As a result of the Class Size Reduction Program, there will be an estimated need for 19,500 additional teachers to meet the staffing obligations of school districts.

In response to this need, the Commission has outlined four teacher training and employment options available to districts to implement the Class size Reduction Program. The California Basic Educational Skills Test (CBEST) is required unless a waiver is obtained through option four.

1. Multiple Subject University Internship Programs

The University Internship Program allows teacher candidates to provide instructional services while they complete teacher preparation courses. The program is a partnership between a university and a district. Internships are one or two year programs. An internship is specifically designed to be a blend of theory and practice so interns can quickly acquire the skills that are necessary for effective professional practice while working as paid professionals in their field of choice.

2. Multiple Subject District Internship Programs

The District Intern Certificate Program is one created by an individual district to provide paid professionals with a supportive learning experience. A district internship training program must provide each intern a professional development program along with the support of mentor teachers or other experienced educators for a minimum of two years. Upon satisfactory completion of the two-year program and with the recommendation of the governing board of the participating school district, the Commission will grant the intern a Professional Clear credential.

3. Multiple Subject Emergency Permit

Emergency Permits are an option available to districts when they find it necessary to employ individuals who do not hold credentials or who are not enrolled in internship programs. Emergency Permits do not have the same academic requirements as credentials or internships, but require each person employed on the permit to make sustained progress toward attaining a credential.

4. Variable Term Waivers of Credential Requirements

The Commission regularly considers school district requests for waivers of credential requirements for specific individuals. The Commission grants variable term waivers for one year or less. The waiver should be considered by districts when no one who qualifies for a credential, internship program, or Emergency Permit is available.

In addition to the four alternatives mentioned above, the Commission recognizes the thousands of Californians who hold Multiple Subject, Standard Elementary, and General Elementary Credentials who are not currently active in the teaching profession. We encourage these trained professionals to accept the challenge of working with today's children to help offer them a brighter tomorrow.

Whatever alternatives are used, we urge districts to maintain high standards for those who will teach their children. We must meet the challenge set before us without sacrificing quality education.

Progress Report on the Comprehensive Review of Teaching Credential Requirements (SB 1422)

The Senate Bill 1422 Advisory Panel has worked for the last eighteen months to develop a set of recommendations that will address systemic reform in teacher credentialing. The Panel reached a strong consensus early in the review that California's credentialing system should allow for multiple routes into the teaching profession, induction for every teacher, and high-stakes candidate assessment. The Panel has made significant progress in each of these areas, which are updated below.

Assessment in a New Credentialing System

Throughout the Review there has been widespread interest in the development and use of individual candidate-based assessment in a new credentialing system. The panel is evaluating a variety of approaches to candidate assessment. Currently, the Panel is recommending that assessment be significantly upgraded during all phases of preparation for a teaching credential. The Panel is also considering the appropriate nature of a high stakes summative assessment as a criterion for earning a professional teaching credential.

Multiple Routes into the Teaching Profession

The Advisory Panel's support for a multiplicity of routes into the teaching profession recognizes the need to recruit increasing numbers of teachers into California's classrooms. This need is underscored by class-size reduction efforts and the numbers of teachers who are expected to retire from the profession in the next decade. California's teacher preparation and credentialing process must be responsive to the recruitment needs of California's schools, and must maintain, at the same time, its historic commitment to high standards for the quality of the workforce. Recognizing that teachers come into the profession from a variety of life circumstances, the Panel's recommendations reflect their desire to create a flexible system that is able to accommodate "early deciders", who choose teaching as a profession while still in college; "late deciders", who choose to enter the profession after they complete their undergraduate degrees; and "career-changers" who have completed college and have worked in other professions prior to deciding to teach. The Panel's policy recommendation with respect to multiple routes is that there should be no limit to the number and type of routes into the profession, as long as each route meets standards that are aligned with the new *California Standards for the Teaching Profession* (CSTP).

Induction into the Teaching Profession

While the system envisioned by the Panel has the potential for great variation in routes to a credential, the Panel also recommends that all new teachers participate in individualized induction programs of support and assessment. Induction programs should be designed to enable all teachers to succeed, regardless of their route into teaching. Induction programs are currently under expansion, and the Panel recommends that sufficient resources be provided such that all districts in the state would be able to develop high quality induction programs. The Panel also recommends that all induction programs meet high standards.

Proposal for a "Multi-tiered" Credential Structure

The Advisory Panel's vision for a standards-driven system of teacher preparation that facilitates multiple routes into the profession and leads into induction is made concrete in its proposal for a multi-tiered credential structure. In this proposal, a Level I Credential would replace the current Preliminary Credential, allowing candidates to earn their first credential by completing an integrated undergraduate program of preparation, a post-baccalaureate degree program, or an internship program. A key feature of this proposal for a "preliminary" credential is the recommendation that all routes meet the same standards and be accredited by the Commission. The Panel believes that the Commission's standards need to be significantly upgraded and aligned to the new *California Standards for the Teaching Profession*. A Level II Credential would replace the current Professional Clear Credential, and would be available to all candidates, regardless of their route into teaching, upon successful completion of an intensive induction program of support and an authentic performance assessment. The Panel also supports the development of a "pre-internship" route, which is born out of a strong desire to eliminate the proliferation of Emergency Permits.

The Advisory Panel has three more meetings scheduled in April, May, and June, 1997. Following its final meeting, the Panel will forward a comprehensive report to the Commission. The Panel has already submitted a number of recommendations in areas where it has concluded its study and achieved consensus.

California Standards for the Teaching Profession: Effective Performance Standards for Teaching in Elementary and Secondary Schools

The Commission and the Department of Education developed an initial draft of a *Framework of Knowledge, Skills, and Abilities for Beginning Teachers in California* as part of the research component of the California New Teacher Project (1988-92). Senate Bill 1422 (Bergeson) called for completion of this framework. The statute directed the Commission and the Superintendent of Public Instruction to complete a framework that “will outline the knowledge, skills, and abilities expected of beginning teachers, and will serve as the basis for accurate information about their performances.”

Revised in 1994-95 by a task force of distinguished educators from throughout the state, the *Draft Framework* was the subject of an extensive validity study during 1995-96. Concurrent with the validity study, the *Draft Framework* has been the subject of intense analysis and discussion by the Commission’s Advisory Panel for the Comprehensive Review of Teaching Credential Requirements, as required by SB 1422. Based on the validity study results and the SB 1422 Advisory Panel deliberations, the final draft of the *Framework* is entitled *California Standards for the Teaching Profession*.

Advisory Panel Examination of the Draft Framework

The SB 1422 Advisory Panel began to examine the *Draft Framework of Knowledge, Skills, and Abilities for Beginning Teachers* in December, 1995. The *Draft Framework* has played a central role in the Panel’s agenda throughout 1996. In March, 1996, the Panel acted to adopt the *Draft Framework* as a guide for its review of the credentialing system. Once the panelists were acquainted with the document, its history and its intended uses, they were invited to participate actively in the Framework Validity Study. Many members of the Panel assessed the validity of the *Draft Framework* and submitted feedback by filling out the survey as participants in the validity study. Additionally, the Panel met with the validity study team and participated in a modified “focus group” discussion of the *Draft Framework* in June, 1996.

Implementation Options Recommended by the SB 1422 Advisory Panel

On November 18, 1996, the Advisory Panel for the Comprehensive Review of Teaching Credential Requirements considered the potential role of the *California Standards for the Teaching Profession* in a restructured system of teacher certification for the future. Based on this discussion, the Advisory Panel members voted unanimously for three recommendations.

Three Unanimous Recommendations Offered by the SB 1422 Advisory Panel

Recommendation One

That the Commission adopt the *California Standards for the Teaching Profession* (CSTP) and align all standards for the professional preparation, induction and ongoing development of teachers with the *California Standards*.

Recommendation Two

That the *California Standards for the Teaching Profession* be used as the primary basis for the development of teaching assessment measures and protocols.

Recommendation Three

That teachers and other members of local education agencies and postsecondary education institutions be involved in implementation efforts related to the *California Standards for the Teaching Profession*.

In the 150-year history of California education, the *California Standards for the Teaching Profession* are the first teaching performance standards that have statewide validity. All prior standards (including current standards) either focus on programs for teachers, or the basis for their validity is extremely limited. The *California Standards for the Teaching Profession* are the first set of performance expectations in California’s history that (1) define teaching practice and (2) have a strong basis for validity throughout the state. Even if the *California Standards for the Teaching Profession* had relatively narrow external uses, their availability would, by itself, be a matter of extraordinary historic significance, because no such standards have ever been available previously.

The *California Standards for the Teaching Profession* are also tangible tools for establishing clear, fair, firm expectations for teaching performance and effectiveness in California. Many of the profession’s misgivings about misguided accountability are legitimate. The State must avoid the mistakes that have been made by dozens of other jurisdictions in their efforts to improve teaching quality by imposing performance requirements abruptly and arbitrarily. Given these important caveats, the governance of teaching can assume the stature of a *profession* only when teaching practices are governed *professionally*. Completion and adoption of the *California Standards for the Teaching Profession* are milestones in the long-term effort of the Commission to foster professionalism in California teaching. For further information, contact Dr. David Wright, Director of Professional Services, at (916) 445-8097.

Teaching Reading, Writing, and Language: Commission Develops Reading Instruction Competence Assessment (RICA)

In an unprecedented collaborative response to the need for improved K-12 reading instruction, Governor Wilson, Superintendent Eastin, legislators, state agencies, postsecondary institutions, school districts and county offices of education have joined together to assure that all children in California learn to read proficiently. In this statewide reading initiative, the California Commission on Teacher Credentialing has a significant, multifaceted role: ensuring that credential programs provide effective preparation for reading instruction, and ensuring that credentials are awarded to candidates who can teach reading effectively.

The purpose of the *California Reading Initiative* is to assure a cohesive and effective approach to reading instruction in all schools. Its implementation requires cooperation by education agencies at every level, including local and regional agencies that are responsible for K-12 reading instruction as well as entities responsible for teacher preparation, induction and development. Two new laws have particularly important implications for colleges, universities, and other agencies that are engaged in teacher preparation and induction. The Commission is developing a tentative plan for implementing these recent statutes with the use of a new *Standard for the Preparation of K-12 Teachers for Reading, Writing and Related Language Instruction* in Multiple and Single Subject Credential Programs, including CLAD and BCLAD Emphasis Credential Programs. Currently, the Commission is soliciting comments about the draft reading standard and the tentative plan for implementing the recently-enacted laws.

Enactment of Assembly Bill 3075 (Baldwin, Chapter 921, Statutes of 1996)

In 1996, California lawmakers enacted Assembly Bill 3075, which requires changes in the preparation of future teachers for reading instruction. The language of AB 3075 directly addresses the *content* of preparation for reading instruction. The new law specifies several domains of knowledge, skill and ability that must be included in teaching internships and other programs of professional preparation for Multiple and Single Subject Teaching Credentials, including CLAD and BCLAD Emphasis Credentials.

In enacting AB 3075, lawmakers retained the existing provisions of law that (1) require the Commission to adopt and implement *Standards of Program Quality and Effectiveness for Teacher Education Programs*, and (2) require the Committee on Accreditation to review and accredit teacher preparation programs based on the Commission's standards. By retaining these provisions of current law, the Legislature and Governor Wilson signaled their intent that the Commission and the Committee on Accreditation should rely on the existing standards-based system of professional accreditation for ongoing implementation and verification of the content requirements of AB 3075.

Enactment of Assembly Bill 1178 (Cunneen, Chapter 919, Statutes of 1996)

State lawmakers recently took the additional step of requiring, for the first time, that the Commission develop an assessment of teaching competence, and that future candidates for teaching credentials pass this assessment as a condition for earning professional credentials. On September 25, 1996, Governor Wilson signed Assembly Bill 1178, which requires the Commission to "develop, adopt, and administer a reading instruction competence assessment . . . to measure an individual's knowledge, skill, and ability relative to effective reading instruction."

AB 1178 requires the Reading Instruction Competence Assessment (RICA) to be a two-part assessment. One part must be "a comprehensive examination of . . . knowledge and skill pertaining to effective reading instruction," which will include constructed-response problems and tasks as well as multiple-choice questions. The second part of the RICA will be "an authentic assessment of teaching skills and classroom abilities . . . pertaining to the provision of effective reading instruction," which is expected to utilize one or more assessment methodologies other than a standardized written examination. Passage of *either part* of the RICA will be a requirement for the Preliminary Multiple Subject Teaching Credential "commencing on the earliest feasible date, as determined by the Commission."

Finally, AB 1178 requires that the Commission "certify" that credential preparation programs for the Multiple Subject Teaching Credential "offer instruction in the knowledge, skills, and abilities required by the assessment." This verification of 'opportunity to learn' must be completed *before* the Commission requires individual candidates to pass the RICA. By enacting this provision of AB 1178, lawmakers signaled their intent that (1) the contents of the RICA and of teacher preparation programs should be aligned with each other, and (2) the initial implementation of AB 3075 and AB 1178 should consist of a one-time "certification" of this alignment.

Content Validity of the RICA: Implementation of AB 1178

Six weeks after AB 3075 and AB 1178 were enacted (and two months before they took effect), the Commission formally adopted a comprehensive plan for developing the Reading Instruction Competence Assessment (RICA). In implementing this plan, the first step was to establish the "task force" that is required by AB 1178 "to advise the Commission on the design, content, and administration of the assessment." In December, 1996, the Commission's Executive Director invited more than 1,000 California educators to nominate distinguished teachers and other experts in the field of reading to serve as members of this advisory panel. The agency received nominations of 121 outstanding educators, whose qualifications were screened carefully. In January, Director Swofford selected and appointed the nineteen-member panel, which met for the first time on February 27-28, 1997.

RICA Continued on Page 15

New Child Development Permits Become a Reality

The Title 5 Regulations pertaining to Child Development Permits became effective on February 1, 1997. These new permits were developed with the advice of many experts in the field of early childhood education/child development and are intended to provide flexibility in the initial requirements, to provide multiple entry points to the permit, to address staffing needs in child development centers, to create a bridge between regulations governing staff in publicly funded programs and staff in privately funded programs, and to aid in the professionalization of the field.

The permit levels are structured as a career ladder to encourage retention in the profession. However, individuals do not necessarily need to apply for the first level and work their way up. Applicants are encouraged to apply for the most advanced level of permit for which they qualify.

Levels of the Child Development Permit

1. **Child Development Assistant Permit (Optional)**
2. **Child Development Associate Teacher Permit**
3. **Child Development Teacher Permit**
4. **Child Development Master Teacher Permit (Optional)**
5. **Child Development Site Supervisor Permit**
6. **Child Development Program Director Permit**

Listed below are several items of importance pertaining to the new permit structure.

Effective February 1, 1997, the Commission began issuing Child Development Permits instead of Children's Center Permits. All initial applications file dated on or after February 1, 1997, and all applications with no file date but received by the Commission office on or after February 1, 1997, will be evaluated under the new regulations.

All permits issued under prior regulations will remain in effect and will continue to authorize the service listed on the permit. Also, all permits issued prior to February 1, 1997 may be renewed according to the regulations under which they were issued.

Effective filing date March 1, 1997, the Commission no longer has the authority to issue life permits to any holder of a permit authorizing service in a children's center or child development program.

The Department of Education continues with its authority to issue waivers for employment purposes when child development programs are unable to find individuals with an appropriate permit. For information about waivers please contact the Child Development Division at (916) 322-6233.

Workshops have been provided throughout the state that offer in-depth information about the new permits. These workshops are the result of unprecedented collaboration between members of the Early Childhood Education field and the institutions involved in the regulation of child development teacher education and child development programs. Workshops began in February and will continue through May. Commission staff has enjoyed full participation in the workshops and wishes to express many thanks to the California Department of Education, Child Development Division, the Child Development Training Consortium, Pacific Oaks College, and the California Head Start Association for their funding, support, and participation.

See Permits Continued on Page 14

Commission Studies Reveal Massive Math Teacher Shortage

The Commission recently completed several studies related to the preparation and recruitment of math teachers for California public schools. The studies confirmed a severe shortage of fully-prepared and credentialed teachers of secondary (7-12) mathematics. Last year, the supply of qualified teachers of secondary mathematics fell short of the demand by about 3,344. These positions were filled with under-qualified math teachers on waivers, emergency permits, legal out-of-credential assignments, and teachers who were misassigned to teach math without legal authorization.

The math teacher shortage has been growing for several years. Although the need for mathematics teachers has been increasing as enrollments increase, teachers receiving Single Subject Credentials in Mathematics and undergraduates completing degree programs in math have been declining. The decrease in supply and the increase in demand have exacerbated a long-term shortage.

The studies also found that few prospective elementary school teachers choose to gain special expertise in mathematics. As part of their preparation, prospective teachers enrolled in elementary subject matter programs must complete a concentration for depth of study in one subject area relevant to elementary school. Not all of the programs offer concentrations in mathematics and, at those colleges and universities that do offer them, only about six percent of students pursue a math concentration.

AB 496 (Lempert), a bill currently under consideration by the California Legislature, would establish the California Mathematics Teaching Challenge. It would provide for the distribution of financial assistance to teachers and prospective teachers so they can gain the necessary preparation in mathematics to earn a Single Subject Teaching Credential in Mathematics or a supplementary authorization to teach introductory mathematics courses. To receive the support, participating teachers would be required to teach mathematics for a specified period of time. The bill would also provide incentives to encourage prospective elementary teachers to complete mathematics concentrations. The Commission will review Assembly Bill 496 in April. The Commission's report of research on the mathematics teacher shortage is available from the Professional Services Division.

Methods of Contacting the Commission

Electronic Mail

Certification questions certification@ctc.ca.gov
Waiver questions waiver@ctc.ca.gov

FAX (916) 445-7255

Information Services (916) 445-7256

Voice Mail (916) 323-7136

Address Commission on Teacher Credentialing
1812 9th Street
Sacramento, CA 95814-7000

Newly Appointed Members of Committee of Credentials to Help with Increasing Workload

The Commission selected two new members for two-year terms on the Committee of Credentials.

- **H u g h McGowan**, a school administrator in the Bakersfield City School District. Dr. McGowan has served as a principal in Bakersfield since 1984, and holds a Standard Elementary Teaching Credential as well as an Administrative Services Credential.
- **Harold Webb**, a public member from Claremont. Mr. Webb is the founder and CEO of the Webb Connection, a human relations consulting firm. He also serves as an adjunct faculty member for The Union Institute in Los Angeles.

Continuing to serve on the seven-member Committee are: newly-elected Committee Chair **Mary Humphreys**, a teacher from the Buena Park School District; Vice-Chair **Leslie DeMersseman**, a school board member from Palm Springs; **Don Donnelly**, a public member from El Cajon; **Earl Fields**, a public member from Santa Ana; and **Sally Williams**, a teacher in the Visalia Unified School District.

The Committee is charged with responsibility for reviewing and investigating allegations of misconduct against credential holders and investigating the background of applicants to ensure the public safety. The Committee makes determinations as to whether probable cause exists for denial of an application or adverse action against a credential holder.

The Committee of Credentials meets each month at the Commission's office in Sacramento. During each three day meeting, the Committee considers approximately 200 cases of alleged misconduct. As part of the meeting, the Committee conducts "appearances," a quasi-hearing at which testimony and other evidence is received. Each appearance consumes a substantial amount of the Committee's meeting time.



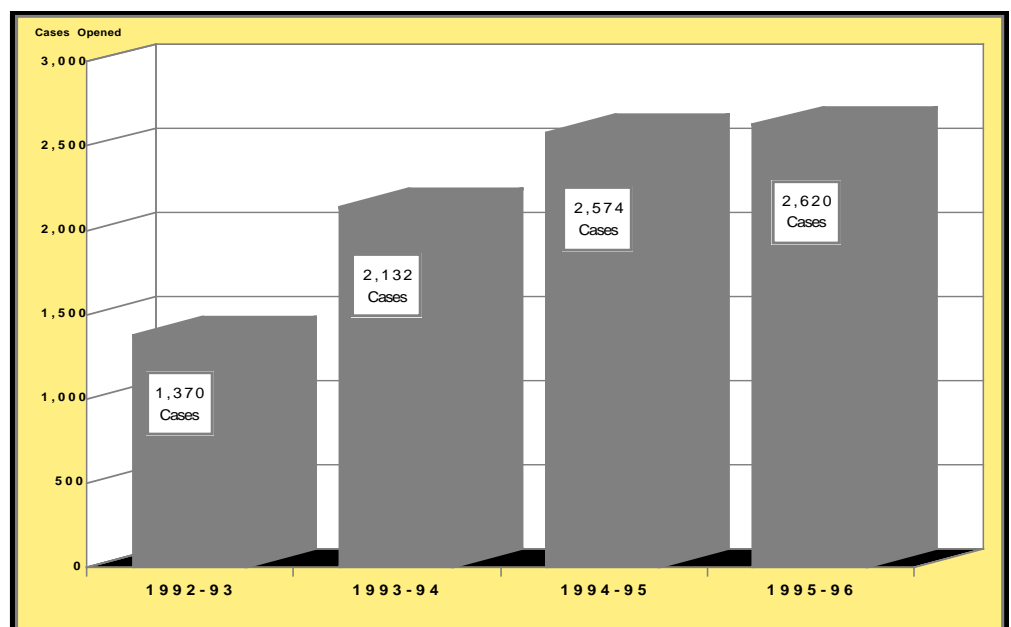
Committee of Credentials

Smiling from left to right, standing to seated: Hugh McGowan, Harold Webb, Donald Donnelly, Earl Fields, Leslie DeMersseman, Sally Williams, and Mary Humphreys.

During the last year, the Committee averaged fifteen (15) appearances per meeting, a significant increase over the average of thirteen (13) and eleven (11) in the preceding years.

The new Committee members will join in facing a significant increase in the Committee's workload. As recently as 1992-93, the Committee considered about 1,400 cases per year. Over the last few years the number of cases increased dramatically, as shown in the chart below.

Committee of Credentials New Cases Opened During 1992-96





1997 Legislative Update

Following are brief descriptions of sixteen legislative measures that would affect educator preparation or credentialing in 1997. The Commission will review these measures at its April meeting. Most of the bills will be considered by legislative committees for the first time during April.

Legislation Sponsored or Co-Sponsored by the Commission

1. **Senate Bill 190 by Senator Dede Alpert** would enact reforms in teacher credentialing requirements which were recommended by the SB 1422 Advisory Panel and adopted by the Commission. **Status:** In Senate Education Committee.
2. **Assembly Bill 1266 by Assembly Member Kerry Mazzoni** would provide for statewide expansion of the Beginning Teacher Support and Assessment (BTSA) Program. **Status:** In Assembly Education Committee. Co-Sponsored by the Department of Education.
3. **Assembly Bill 351 by Assembly Member Jack Scott** would create a program to assist under-prepared Emergency Permit holders to become fully qualified teachers. **Status:** In Assembly Education Committee.
4. **Assembly Bill 496 by Assembly Member Ted Lempert** would create incentives to encourage persons to become fully qualified teachers of mathematics. **Status:** In Assembly Education Committee.

Legislation Sponsored by Other Groups and Individuals

1. **Senate Bill 217 by Senator Leroy Greene** would implement recommendations in the CCTC study on ways to improve the teaching of critical thinking and problem solving skills. **Status:** In Senate Education Committee.
2. **Senate Bill 600 by Senator Betty Karnette** would prohibit the CCTC from waiving CBEST and Baccalaureate Degree requirements after June 30, 1998. **Status:** In Senate Education Committee.
3. **Senate Bill 674 by Senator Mike Thompson** would prohibit Emergency Permits from being renewed more than four times. **Status:** In Senate Education Committee.
4. **Senate Bill 824 by Senator Leroy Greene** would expand teacher recruitment efforts in California, in part by creating a California Center on Teaching Careers. **Status:** In Senate Education Committee.
5. **Assembly Bill 173 by Assembly Member Fred Aguiar** would create a new Alternative Teacher Intern Program. **Status:** In Assembly Appropriations Committee..
6. **Assembly Bills 352 (Jack Scott) and 353 (Scott Wildman)** would expand the California Paraprofessional Teacher Training Program. **Status:** In Assembly Education Committee.
7. **Assembly Bill 628 by Assembly Member Virginia Strom-Martin** would require a study of the concept of "privatizing" the Commission's functions. **Status:** In Assembly Education Committee.
8. **Assembly Bill 838 by Assembly Member Rod Pacheco** would require the Commission to issue a four-year waiver to applicants who completed teacher preparation and taught in other states. **Status:** In Assembly Education Committee.
9. **Assembly Bill 858 by Assembly Member Susan Davis** would provide stipends to National Board Certificated teachers. **Status:** In Assembly Education Committee.
10. **Assembly Bill 1023 by Assembly Member Kerry Mazzoni** would require teacher applicants to demonstrate competence in the use of computers in the classroom. **Status:** In Assembly Education Committee.
11. **Assembly Bill 1086 by Assembly Member Kerry Mazzoni** would establish a Teacher Reading Instruction Development Program for grades 4 to 8. **Status:** In Assembly Education Committee.
12. **Assembly Bill 1456 by Assembly Member Roderick Wright** would prohibit the Commission from granting any credential waiver after June 30, 2001. **Status:** In Assembly Education Committee.

Proposed Legislation for a State Program for Teaching Apprentices

On November 8, 1996, the Commission decided to introduce legislation that would eventually replace emergency permits with a state-supported program for teaching apprentices. On December 6, 1996, the Commission received a staff report that elaborated on possible elements for the proposed apprenticeship legislation.

On January 22, the Commission's staff presented the proposal at a meeting of personnel administrators and credential analysts at the Riverside County Office of Education. Approximately 45 persons attended, including representatives from five county offices of education. Some specific concerns were raised by district personnel in attendance at the meeting. The following day, January 23, the staff presented the concept to the Executive Committee of the Personnel Administrative Services Steering Committee (PASSCo) of the California County Superintendents Educational Services Association (CCSSA) at their meeting in San Diego. There was a very thorough and useful discussion of the proposed legislation.

On January 21, the staff met with Assemblyman Jack Scott, newly elected from the Pasadena-Glendale area and former president of Pasadena City College, to discuss the apprenticeship concept. Assemblyman Scott was quite interested in the proposed legislation and agreed to author the bill. The legislation was introduced by Assemblyman Scott on February 19, as Assembly Bill 351.

Elements of the Apprenticeship Program

Preconditions

Districts would be required to enter into a university internship agreement and/or establish a district internship program, or they would have to present compelling reasons why neither program is feasible. Districts may offer an apprenticeship program if they verify a need for a minimum cohort of 25 apprentice teachers in the same credential area. Districts that are unable to verify such a need must be part of a consortium that achieves the 25 apprentice minimum.

Plan to Support, Prepare and Assist Teaching Apprentices

To be developed by each district or consortium of districts, this plan would be submitted to the Commission for approval, and would include the following elements:

- Responses to CCTC established criteria
- Evidence of plan to recruit, retain and develop apprentice teachers
- Evidence that experienced teachers are involved in development and implementation of the plan
- Evidence of consultation with an IHE with approved subject matter and multiple subject credential program to ensure eventual eligibility of apprentices for entry into a certification program
- Description of how the support of experienced teachers will be delivered
- Description of efforts to assure that apprentices will have access to required subject matter courses
- Description of preparation content and delivery plan with emphasis on early learning of initial teaching skills
- Evidence of verification of approval by governing board

State Funds

School districts would receive \$2,000 per year for each apprentice to support the approved Plan to Support, Prepare and Assist Teaching Apprentices.

Certification

The Commission would issue an Apprentice Teacher Certificate to each individual, as requested by the employing district, upon verification that the person had met all requirements, including criminal records check, and had submitted the required forms and fees. The Certificate would be renewed annually at the recommendation of the employing district.

Apprentice Requirements

Initial

- Baccalaureate Degree and passage of CBEST
- Evidence of subject matter knowledge to be set by the Commission at a level no lower than that currently required for Emergency Permits

During the First Year

- Participate in preparation, support and assistance program
- Work toward meeting subject matter requirements for the credential
- Take the subject matter exam at or near the end of the first apprentice year

Length of Apprenticeship

The apprenticeship would vary in length depending upon the needs of the individual apprentice, but in no case would it exceed three years. The typical program would be two years in length, but may be only one year for those who meet the subject matter requirement by the end of the first year. The program may be extended to a third year upon agreement of the district, the apprentice and the cooperating institution that the apprentice would be able to meet the requirements for entry into an internship during that year.

Entry Into Internship

Upon completion of the apprentice program, the candidate would enter a university or district internship program and continue to teach on an Internship Credential or Certificate.

Permanent Employee Status

Apprentice and intern teaching experiences would count toward permanent employee status after the teacher had taught successfully for one year in the same district on a Professional Clear Credential.

Implementation Schedule

As of July 1, 1998, the Commission would cease to issue Emergency Permits for Multiple Subject Teaching. Districts that elect to employ teachers who are not fully credentialed or who are not in internship programs must have approved teacher apprentice programs. As of July 1, 1999, the Commission would cease to issue Emergency Permits for Single Subject Teaching and, funds being available, districts would be allowed to expand their apprentice programs to include departmental teachers. The Commission would cease to issue Emergency Permits for Special Education Teaching as of July 1, 2001, if funds are available to expand the apprentice teacher programs.

Apprentices Continued on Page 13

Recruiting New Teachers: Shaping the Profession that Shapes California's Future

"Shaping the Profession that Shapes California's Future" is a proposed comprehensive strategic plan for addressing California's serious teacher recruitment challenges. The plan was collaboratively developed by a representative Statewide Task Force on Teacher Recruitment and a national non-profit consulting organization on behalf of the California Commission on Teacher Credentialing, the State Department of Education and the California State University Institute for Education Reform.

The Task Force endeavored to identify both strategies that work and programs that are already at work implementing them in California and across the nation. The plan assumes that both public and private teacher preparing institutions will play an active role in meeting California's pressing demand for new teachers, as would a range of state agencies, county offices, school districts and nonprofit organizations. In sum, the Task Force notes that a large number of promising solutions to the state's teacher recruitment, development, and diversity challenges already exist, and has sought to link the most promising ones together within a strategic framework.

Task Force recommendations center around the following three primary goals.

Three Primary Goals of the Statewide Task Force on Teacher Recruitment

- 1. Expand the *pool* of prospective teachers**
- 2. Strengthen the *pipeline* into teaching across the career continuum**
- 3. Undertake related changes in state programs and policies to remove unnecessary barriers to teaching careers**

Although individual recommendations within this plan can stand alone, many of the recommended action steps are highly inter-related, designed to meet the state's recruitment needs while strengthening paths into the profession.

Expanding the pool of prospective teachers for California's classrooms is both a key short-term and long-term goal. In the near term, an expanded candidate pool is needed to meet the state's immediate and unprecedented demand for new teachers. In the longer term, an expanded pool will help raise the qualifications of candidates admitted into teacher preparation programs, in concert with concurrent statewide efforts to raise standards in the profession.

Accordingly, the plan encompasses a variety of initiatives aimed at **expanding the pool** of prospective teachers. It suggests key elements linking *outreach* to prospective teachers with *assistance and referral* mechanisms that inform and guide interested candidates along pathways into the profession. As noted above, the interdependent nature of these recommendations cannot be overemphasized. *Outreach* to diverse pools of qualified prospective teachers (and the general public) is pointless unless there are timely and cost-effective *assistance* mechanisms that provide clear, accurate, and practicable information and *referral* to respondents and inquirers.

Recruiting Continued on Page 19

New Funding Available to Prepare and Support Additional Interns

The California Commission on Teacher Credentialing has been authorized to allocate an additional \$4.5 million dollars to local education agencies to prepare teachers to meet the needs of schools that participate in the Class Size Reduction Initiative. Assembly Bill 18 (Mazzoni), which was signed into law by Governor Wilson on February 12, authorizes the immediate expansion of the Alternative Certification Local Assistance Grant Program by making available an additional \$4.5 million to enable districts to meet their needs as they reduce class sizes in primary grades.

The funding will enable local schools to hire as many as 3,000 new intern teachers. Although the additional funding allocation is earmarked for class size reduction, the sponsors of programs are authorized to interpret this broadly. For example, if special education, middle, or secondary teachers choose to relocate into a primary grade, the positions that they leave may be filled by interns who will qualify for the program funding.

Sources of Additional Interns

The Commission anticipates that additional interns can be recruited from several different sources, including persons enrolled in preparation programs, persons serving on emergency permits, and persons entering teaching as a second career. In California, approximately 7,000 candidates are enrolled in elementary teacher preparation programs. These candidates participate in field experiences early in their programs. Through observations of these candidates while they are tutoring students or offering instruction to small groups, the most talented individuals can be identified as candidates who should be moved into university or district-sponsored internship programs (rather than student teaching). As interns, the "redirected candidates" would serve as certificated, salaried teachers in K-12 classrooms.

Approximately 7,000 elementary teachers are serving on emergency permits. Some of these emergency permit holders could qualify for internship positions if university or district intern programs had spaces for them. Once the emergency teachers were enrolled in district or university internships, they would participate in training that they urgently need. They would benefit from the added support and supervision that many emergency teachers lack. Participation in internships would substantially increase the quality and effectiveness of their teaching.

Additionally, new interns can be recruited from alternative sources such as those who are interested in entering teaching as a second career. With the availability of additional funding, district and university recruiters are encouraged to visit military bases, aerospace firms, defense industries and other agencies in the private sector. The Commission's Troops-to-Teachers (federal) grant enables the Commission to assist programs in the recruitment of additional teachers from non-traditional sources for classes with reduced enrollments. If you would like the Commission staff to provide the names of individuals who are interested in teaching or transition officers at military bases or aerospace firms, please call us at 1-800-984-9707.

Beginning Teacher Support and Assessment (BTSA) Program

Commission, State Department Introduce Legislation to Expand BTSA Program

On February 28, Assembly Member Kerry Mazzoni, Chair of the Assembly Education Committee, introduced legislation to expand the Beginning Teacher Support and Assessment (BTSA) Program to include more beginning teachers in California. Assembly Bill 1266 is co-sponsored by the California Commission on Teacher Credentialing and the California Department of Education.

Current law establishes the Beginning Teacher Support and Assessment (BTSA) Program and sets forth the purposes of that program. Existing law requires that the program be administered jointly by the Commission on Teacher Credentialing and the State Superintendent of Public Instruction. Current law requires that, among other duties, the Commission and the Superintendent adopt standards for the program, establish criteria for participation in the program, and develop "a broad framework of challenging, realistic expectations regarding the professional skills, abilities and knowledge needed by beginning teachers."

Existing law stipulates that implementation of the BTSA Program "shall be limited to the extent that funds are available." The current State Budget appropriates \$7.5 million for state grants for local BTSA Programs, which serve approximately 2,000 first-year and second-year teachers. The Budget includes no funds to support the program administration costs that the Commission and Superintendent sustain. Governor Wilson's proposed Budget for 1997-98 contains \$17.5 million for local BTSA Program grants.

Induction Standards. Recently the Commission and the Department completed the development of the *California Standards for the Teaching Profession*, after a four-year effort that included many teachers, administrators, university faculty members, researchers, school board members, and parents. Currently the two agencies are completing a set of *Standards of Program Quality and Effectiveness for Beginning Teacher Support and Assessment Programs*. Each of these actions has been taken pursuant to the requirements of current laws that pertain to the state administration of BTSA.

Induction Program Administration. Meanwhile, the Commission is heavily engaged in co-administering the BTSA Program with the California Department of Education. The BTSA Program is a "successor" to the California New Teacher Project, which was designed and intended to serve beginning teachers who had completed professional preparation and supervised teaching. As the State's original induction program, the CNTP was established to "extend" the preparation of fully-credentialed teachers by linking their support and training to their prior preparation in colleges and universities.

BTSA Continued on Page 17

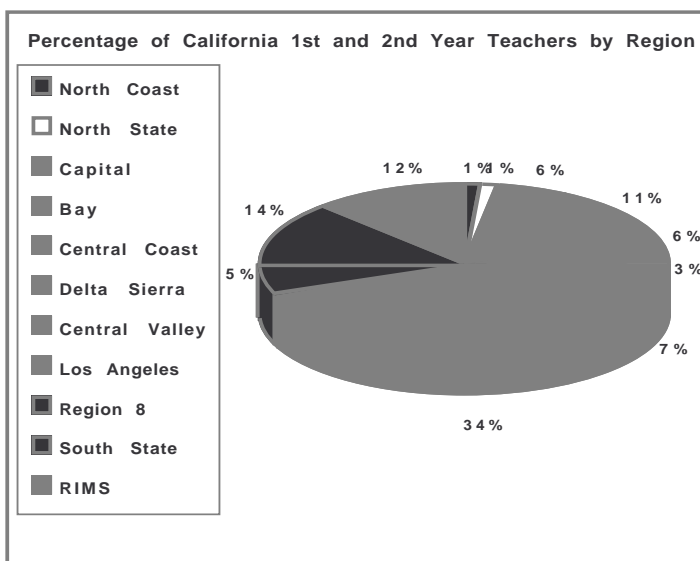
California 1st & 2nd Year Teachers

Table 1 shows the numbers of first- and second-year teachers who, during the 1995-96 school year, served in eleven regions of California. Each region's percentage share of the State's new teachers is also shown in Table 1 and Chart 1.

Table 1
Percentages of California
1st and 2nd Year Teachers by Region

California 1st & 2nd Year Teachers Numbers and Percentages 1995-96			
County	Superintendent Regions	Teachers Number	Percent
		389	1.49%
		368	1.41%
		1,460	5.58%
		2,918	11.14%
		1,482	5.66%
		869	3.32%
		1,734	6.62%
		8,806	33.63%
		1,440	5.50%
		3,612	13.79%
		3,110	11.88%
		26,188	100.00%

Chart 1
Percentages of New Teachers
Served by BTSA in Each Region



Teachers Continued on Page 13

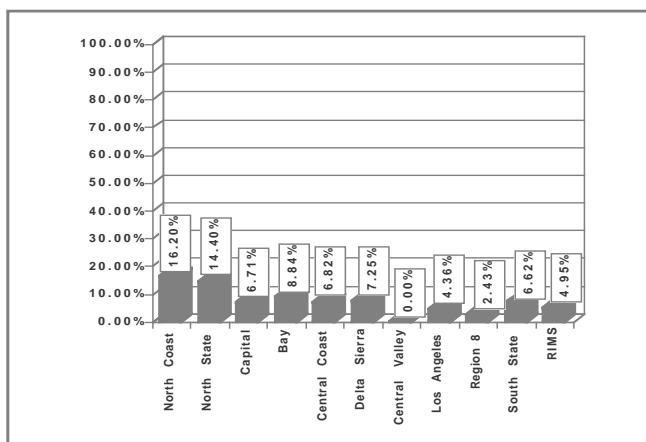
Teachers *Continued from Page 12*

Table 2 shows how many new teachers participated in state-funded BTSA Programs in each region during 1995-96. Each region's percentage of the State's BTSA teachers is also shown in Table 1 and Chart 1. As a result of class-size reduction and a budget augmentation, the numbers of BTSA teachers increased in 1996-97.

Table 2
Percentages of California
1st and 2nd Year Teachers Served by BTSA

California 1st & 2nd Year Teachers Numbers and Percentages Served by BTSA 1995-96		
County	Superintendent Regions	Teachers Served Number Percent
		63 16.20%
		53 14.80%
		98 6.71%
		258 8.84%
		101 6.82%
		63 7.25%
		0 0.00%
		384 4.36%
		35 2.43%
		239 6.62%
		154 4.95%
		1,448 5.53%

Chart 2
Percentages of New Teachers
Served by BTSA in Each Region



Commission Studies Direct Application Options for Experienced Teachers

The Commission has initiated a pilot program that allows experienced teachers to apply directly to the Commission for a California teaching credential if they can demonstrate that they have mastered the skills and knowledge typically gained through an approved teacher preparation program. The first pilot study of the Direct Application Program investigated certification options for experienced teachers. After reviewing the results of the first study, the Commission recently began a second pilot study. Studies of this nature allow the Commission to determine the viability of using authentic assessment as a component in alternative certification.

To apply for the first pilot program, teachers had to document completion of a bachelor's degree; five years of teaching experience at the grade level and in the area of the credential sought, with two years in the same school; and coursework, professional development, or self-study in the credential area. Teachers who met these entry requirements were required, on three occasions of classroom instruction, to meet the Commission's teaching performance standard on the Praxis III Classroom Performance Assessment. The Praxis III Classroom Performance Assessment measures teachers' ability to organize content knowledge, create an appropriate learning environment, use a variety of teaching methods, and communicate student achievement to others, among other important aspects of teaching. All 15 of the teachers who participated passed three assessments of their teaching competence. The Commission determined that they have demonstrated knowledge and skill equivalent to a teacher preparation program and have met that requirement of the basic teaching credential.

Upon successful completion of the assessments and passage of the California Basic Educational Skills Test (CBEST), these teachers may apply for a two-year preliminary Single Subject or Multiple Subject Teaching Credential. During that two-year period, they are required to demonstrate competence in subject matter, teaching of reading, and U. S. Constitution for a three year extension of the Preliminary Credential. To achieve a professional clear credential, they must complete a fifth year of study, including education courses in health, mainstreaming, and computers.

Based on the results of the first pilot study and the advice of the Direct Application Pilot Study Requirements Task Force, three new requirements have been added to the program. To be eligible for the new program, teachers must pass the CBEST and the appropriate Principles of Learning and Teaching (PLT) test of knowledge of teaching methods. Additionally, prior to applying for a Professional Clear Credential, teachers must document experience related to the ability to teach diverse students. Twenty-five teachers who pass the initial screening and submit a fee of \$1,250 will participate in the second pilot study this year.

Apprentices *Continued from Page 10*

Credential Waivers

The Commission would continue to exercise its authority to consider requests for waivers of credential requirements. Waivers would be considered only when there is compelling evidence that the requesting district had been unsuccessful in its attempts to recruit either fully credentialed teachers or applicants who meet the requirements for an internship or apprenticeship.

Evaluation

The Commission would monitor the implementation of the California Teacher Apprentice Program on an ongoing basis and would be required to report to the Legislature on the results of the program by January 1, 2001. The report would include, but not be limited to, apprentice retention data, a sample of apprentice responses on the quality of support and professional development, and employer perceptions of the effectiveness of a sample of apprentice teachers.

Assembly Bill 351 will receive its first hearing in the Assembly Education Committee in April.

Committee on Accreditation Activities Increase

The activities of the Committee on Accreditation (COA) continue to increase as the COA assumes the accreditation responsibilities that have been delegated to it by the California Commission on Teacher Credentialing. Under the provisions of the *Accreditation Framework*, the COA is responsible for the continuing accreditation of institutions of postsecondary education that offer credential programs, the initial accreditation of individual credential programs at authorized postsecondary institutions, and other related duties.

In January, the Commission published the first edition of the *Accreditation Handbook* by the COA. Copies were sent to all colleges and universities with approved programs during March. Anyone wishing to review this publication can access the Commission's "Home Page" on the World Wide Web. This electronic version can be downloaded by computer users with appropriate software. The Commission's staff intends to create regular updates of the *Handbook* at least annually, so this electronic version may be particularly useful to individuals who are directly involved with educator preparation.

The Committee on Accreditation received three resignations during its first fifteen months of operation. Dr. Anne Chlebicki stepped down due to her increased responsibilities as a Superintendent, and Ms. Shirley Rosenkranz suffered a series of major illnesses in her family which required all of her time. Dr. Barbara Burch left the state for a new position at Academic Vice-President at Western Ken-

tucky University. Each of these pioneer members of the COA will be missed, but their many contributions to the Committee on Accreditation are reflected in its procedures and practices. Their replacements bring equal stature and talent to the work of the Committee. Dr. Fannie Preston, Dean of Education at Saint Mary's College; Dr. Anthony Avina, Superintendent of Pajaro Valley Unified School District; and Ms. Margaret Bonanno, Principal, Oak Grove Unified School District, have an extraordinary level of knowledge and skill in educator preparation, and the energy and dedication to make a difference.

The Spring of 1997 will bring the second election of the Committee on Accreditation members. Half of the original members received two year terms and must go through the selection process in 1997 if they wish to continue. In accordance with the *Accreditation Framework*, requests for nominations went to over 2,000 educational organizations and individuals.

Program Evaluation Visits Scheduled for 1997

California State University, Stanislaus (NCATE)	November 2 - 6, 1996
Holy Names College	March 3 - 6, 1997
Southern California College	March 10 - 13, 1997
California State University, Chico	March 16 - 19, 1997
California State University, Dominguez Hills (NCATE)	April 6 - 9, 1997
California State University, Northridge (NCATE)	April 12 - 16, 1997
San Diego State University Imperial Valley Campus	April 19 - 23, 1997
Dominican College	April 20 - 23, 1997
California State University, Hayward (NCATE)	April 26 - 30, 1997
U.S. International University	May 11 - 14, 1997
San Diego State University (NCATE)	November 1 - 5, 1997
California State University, Los Angeles (NCATE)	November 15 - 19, 1997
Loyola Marymount University	November 16 - 19, 1997

As in previous years, thirteen colleges and universities will undergo program evaluations this year. Institutions spend substantial amounts of time preparing for such visits, which are the only sources of quality assurance regarding educator preparation available to the people of California. In the evaluation schedule chart, state reviews that are combined with national accreditation visits are noted with the initials of the National Council on the Accreditation of Teacher Education (NCATE). For further information, contact Dr. Dennis Tierney at (916) 327-2968 or Dr. Lawrence Birch at (916) 327-2967.

Permits Continued from Page 7

Professional Growth Requirement

Holders of all levels of the Child Development Permit, with the exception of the Child Development Associate Teacher Permit which has specific renewal requirements, will be required to complete 105 clock-hours of professional growth activities in order to renew the permit. Each individual who obtains a permit that requires professional growth will receive the *California Professional Growth Manual for Child Development Permits* in the mail along with their new permit. This manual explains in detail the expectations for professional growth activities and offers guidelines for professional growth advisors.

Again, the Early Childhood Education field has anticipated a need and stepped into provide the necessary training. In June of this year, a series of sessions — *Training of Trainers of Professional Growth Advisors* — will be offered throughout the state. Commission staff will be involved in this training and encourages attendance for anyone interested in assuring that professional growth advisors give counseling and provide information that helps permit holders enhance their careers and provide the best possible care and education to children. If you are interested in attending one of the *Training of Trainers* sessions, please call (805) 969-0012.

For Child Development Permit information leaflets or answers to questions pertaining to the permit, please call the Commission office between 12:30 p.m. and 4:30 p.m. at (916) 445-7254. Commission staff member, Marilyn Errett, is also available to answer questions at (916) 323-7140.

RICA Continued from Page 6

The next step in developing the RICA is to analyze the job of teaching reading in California's self-contained classrooms. This "job analysis" will identify the most essential instructional tasks and competencies, and will serve as a strong empirical basis for the validity of the knowledge, skills and abilities that the RICA will assess. In December, Director Swofford released a *Request for Proposals* to (1) conduct this job analysis, and (2) review and evaluate existing measures that could serve as one or both parts of the RICA in the future. On March 6-7, 1997, the Commission reviewed the four technical proposals and the evaluation procedures of the seven-member Proposal Review Team. Then the Commission decided to award a contract to the highest-rated bidder, Educational Testing Service.

The Commission expects the job analysis and the review of existing measures to be completed in July, 1997. Based on the contractor's research findings, the RICA Advisory Panel will then recommend a detailed set of *specifications* to define the knowledge, skills and abilities to be assessed in RICA Part One and Part Two. Once the Commission adopts a set of content specifications for the RICA, the Commission's staff will disseminate the specifications widely, probably in September, 1997. A second RFP for the actual development and field-testing of the RICA will be released in the Fall. Field-testing is expected to occur during the Spring, 1998. The new reading assessment is expected to become operational shortly thereafter. The date when passage of the RICA (Part One or Part Two) will become a credential requirement will be established by the Commission when additional information is available about its anticipated date of availability.

Standard for Teacher Preparation in Reading: Implementation of AB 3075

The Commission has taken seriously the call for reform, and has rapidly moved forward to assure that teacher education programs offer research-based preparation that will foster the balanced, comprehensive instruction in reading, writing, and related language skills that California students need to learn in their classrooms. Six months *before* AB 3075 was enacted, the Executive Director appointed a Technical Advisory Task Force on Teacher Preparation for Reading Instruction, which has the following functions.

- Advise the Commission's Professional Services Division about the content and analysis of a survey of preservice reading courses that are currently part of elementary teacher preparation programs.
- Review the current preparation standards for Multiple Subject and Single Subject Credential Programs as they relate to the teaching of reading. Forward the findings and recommendations of this review, and the analysis of existing coursework, to the Commission's Advisory Panel for the Review of Teaching Credential Requirements (SB 1422).
- Examine the current preparation standards for the Reading and Language Arts Specialist Credential and make recommendations to the Commission based on that examination.
- Guide the Commission in establishing standards and other requirements for a new Reading Certificate for school site-level reading instructors.

The survey of reading courses in elementary teacher preparation programs was conducted in the Spring of 1996. The report of this research, which the Commission adopted on October 4, 1996, revealed that a balanced, comprehensive approach to preparation can be accomplished with substantive shifts in the focus of existing courses and programs. This research report is available from the Professional Services Division.

Shortly after examining the survey research findings, the Reading Task Force began to draft a new reading standard to be added to the *Standards of Quality and Effectiveness for Multiple and Single Subject Teaching Credential Programs*, including ones with the *(Bilingual) Crosscultural, Language and Academic Development Emphasis (CLAD/BCLAD)*. The Reading Task Force endeavored to incorporate in this standard all of the specific elements of preparation that are outlined in AB 3075. In December, 1996, the Reading Task Force presented a *Draft Reading Standard* to the Advisory Panel for the Comprehensive Review of Teaching Credential Requirements (SB 1422), which responded enthusiastically to the draft document.

Now the Commission, the SB 1422 Advisory Panel and the Reading Task Force are considering comments and responses to the *Draft Comprehensive Standard for the Preparation of K-12 Teachers for Reading, Writing and Related Language Instruction*. All responses to the *Draft Comprehensive Standard* will be compiled by Commission staff and discussed by the Reading Task Force, which will make necessary changes in the document and then present its final recommendations to the SB 1422 Panel and the Commission.

Anticipated Uses of the Draft Standard in an Integrated Implementation of Laws

The Commission expects to adopt a new standard for teacher preparation in reading instruction during the spring or early summer, 1997, following an extended discussion of responses to the draft standard. The adopted standard will be widely distributed in July, 1997. The Commission tentatively plans to use the adopted reading standard to implement AB 3075 and AB 1178 in two phases, as described below.

- (1) Phase One of the implementation effort will consist of a one-time review of all preparation programs for Multiple Subject (MS) Teaching Credentials, which are the only credentials affected by AB 1178. In conducting this one-time review, the Commission will be assisted by specialists in reading curriculum, instruction and teacher preparation. Following adoption of a *Comprehensive Standard for the Preparation of Teachers for Reading, Writing and Related Language Instruction*, all MS Credential programs (including CLAD/BCLAD programs) will be required to respond to the adopted standard. The basis for the reviewers' judgments will be (a) the adopted standard and (b) the adopted content specifications for the Reading Instruction Competence Assessment (RICA). The one-time review will begin during the 1997-98 academic year, and will continue thereafter. An institution whose credential program satisfied the standard as determined by the expert reviewers will continue to recommend candidates for MS Teaching Credentials, including candidates for CLAD/BCLAD Emphasis Credentials. Programs that do not

RICA Continued on Page 16

RICA *Continued from Page 15*

fulfill the standard will be re-examined following a period for improvement. An institution whose program has not satisfied the standard when the RICA is implemented will be permitted to recommend candidates for MS Credentials only after its program satisfies the standard and is certified by the Commission.

- (2) Phase Two will be the ongoing implementation of AB 3075/1178. During this phase the Commission will continue to use the adopted *Comprehensive Standard for the Preparation of Teachers for Reading, Writing and Related Language Instruction* as part of the standards-based system of professional accreditation that is administered by the Committee on Accreditation. Following implementation of the RICA, the reading standard will serve as one basis — along with other standards that are in effect at the time — for reviewing and accrediting all preparation programs for the Multiple or Single Subject Teaching Credentials, including programs for CLAD or BCLAD Emphasis Credentials. Phase Two will encompass programs for Multiple and Single Subject Credentials because AB 3075 governs both credentials. Implementation of AB 3075/1178 will have two effects on the accreditation system: (a) the reading standard will be added to the other standards that are in effect at that time, and (b) accreditation review teams will include specialists in reading. All current provisions of the *Accreditation Framework* will continue to be operative following implementation of AB 3075 and 1178.

Once a reading standard is adopted by the Commission, it is likely to have important effects on teacher preparation programs. These effects will subsequently be felt in schools and districts throughout California. Readers are invited to comment on this implementation plan. Responses to it are needed by the Professional Services Division by April 17, 1997.

Other Developments Pertaining to Reading Teacher Preparation

During 1996, California lawmakers also enacted new laws that require the Commission to establish a Reading Certificate for teachers who wish to provide specialized assistance in reading to students and teachers at school sites. On November 8, 1996, the Commission adopted a draft set of requirements for this new Reading Certificate, based on the advice of the Reading Task Force. On February 7, 1997, the Commission accepted a set of draft regulations to implement the new Certificate, which will be the subject of a public hearing on May 1, 1997. According to the draft regulations, candidates will qualify for the Reading Certificate by completing accredited preparation. The Advisory Task Force is drafting standards for the preparation of Reading Certificate candidates; these standards will be disseminated for comment when the Task Force has drafted them.

Finally, the Reading Task Force is reviewing the current standards for the Reading and Language Arts Specialist Credential. The Task Force expects to modify these standards extensively, and anticipates that standards and programs for the Reading Certificate will be “nested” within those for the Reading and Language Arts Specialist Credential. Pursuant to this plan, institutions would be able to offer (and candidates would be able to complete) preparation for the Reading Certificate, which would then “count” toward completion of the Reading/Language Arts Specialist Credential. The two sets of draft standards will be distributed for comment at the same time.

Anticipated Timeline of Reforms in Teacher Preparation for Reading Instruction

April 17, 1997	Receipt of comments and responses to the Draft Reading Standard and the tentative plan for implementing AB 3075/1178.
June 5-6, 1997	The Commission considers and acts on final recommendations pertaining to the <i>Draft Reading Standard</i> and the tentative plan for implementing AB 3075 and AB 1178.
July, 1997	The Commission’s staff distributes the adopted standard for teacher preparation in reading instruction in Multiple and Single Subject Teaching Credential programs. An adopted plan for implementing AB 3075 and AB 1178 is also disseminated.
July 17-18, 1997	The Commission considers the results of (a) the job analysis of reading instruction, and (b) an analysis of existing measures that could serve as one or both parts of the RICA in the future.
August 21-22, 1997	The Commission adopts content specifications for the RICA Part One and Part Two, which are based on the job analysis.
September 1997	The adopted specifications for the content of the RICA Part One and Part Two are available for extensive dissemination.
October 1997	Based on the adopted reading standard and RICA specifications, the Commission commences the one-time review of programs for Multiple Subject Teaching Credentials pursuant to AB 1178.
Spring 1998	Operational forms of the RICA are made available for individual candidates for Multiple Subject Teaching Credentials.
Summer 1998	End of the period for initial “certification” of teacher education programs pursuant to AB 1178. Further opportunities for certification will be available in 1998-99. Institutions that sponsor programs that have been certified by the Commission may recommend candidates for Multiple Subject Teaching Credentials.

BTSA Continued from Page 12

Review of Credential Requirements. More broadly, the Commission has been sponsoring a comprehensive review of teaching credential requirements, as required by existing law. In close consultation with the Superintendent and the Department, the Commission appointed a 24-member Advisory Panel for the review, as required by law. This panel's intensive review of available research has focused extensively on the costs and benefits of induction programs for beginning teachers. The initial findings and recommendations of the Advisory Panel include the following recommendations:

Preparation for a professional teaching credential should include completion of an individualized induction program of support and assessment services that are specifically designed for beginning teachers.

- (A) All new teachers should enter the profession through a CTC approved induction program that meets standards set jointly by the Commission on Teacher Credentialing and the California Department of Education. Adequate resources to support induction should be provided so that all districts in California have an equal opportunity to develop and implement programs.
- (B) The length, content and activities of a teacher's induction program should be defined in an individualized induction plan, developed by the teacher with the assistance of a support provider, based in part on the results of a formative assessment. Formative assessment in induction programs should be based on the *California Standards for the Teaching Profession*
- (C) Contingent upon full funding, within the next five years, all school districts in California should be required to offer intensive, effective programs of support and assessment in order to employ pre-interns, interns and/or teachers with Level I credentials. The quality and effectiveness of induction programs for beginning teachers should be assessed and affirmed in an appropriate accountability system that includes program approval by the CTC.

On January 10, 1997, the Commission adopted the first of the above recommendations (in italics). Recommendations (A) through (C) were submitted by the Advisory Panel on February 7, and were adopted by the Commission on March 5.

Assembly Bill 1266 would replace the Beginning Teacher Support and Assessment Program with the Beginning Teacher Support and Assessment System, which would be administered jointly by the Commission and the Superintendent. To establish the purposes of the BTSA System, the bill would clarify and elaborate on the current purposes of the BTSA Program.

Local Teacher Induction Programs. AB 1266 would require the Commission and the Superintendent to "establish requirements for local teacher induction programs." To be eligible for state funding, local education agencies would be required by law to meet the following requirements.

- Develop, implement and evaluate induction programs that meet the standards of the Commission and the Superintendent.
- Support beginning teachers to enable them to meet the competencies described in the *California Standards for the Teaching Profession*.
- Meet the requirements of the Commission and the Superintendent pertaining to the cost-effectiveness of local programs.

Performance Assessments. The bill would require that "performance assessments developed . . . (in the BTSA System) shall be designed to provide useful, helpful feedback to beginning teachers and their support providers." The information from performance assessments in the System "shall not be used for employment-related evaluations, as a condition of employment, or as a basis for terminating employment."

Regional Service Centers for Induction Programs. AB 1266 would also require the Superintendent and the Commission to define twelve regions in California, which would be served by regional service centers for induction programs. The two state agencies would select, on a competitive basis, local education agencies to administer the regional service centers. The functions and purposes of the regional service centers would be defined by the Superintendent and the Commission to include (but not be limited to) the following purposes and functions.

- Assisting local education agencies in designing, implementing, refining and evaluating their teacher induction programs.
- Providing and coordinating training for all personnel involved in implementing teacher induction programs.
- Coordinating collaboration with professional development providers, and with colleges and universities with accredited teacher education programs, "to build a comprehensive system from preservice development through professional development."

State Agency Responsibilities. In administering the Beginning Teacher Support and Assessment System, the Commission and the Superintendent would be required to do (or to award contracts to do) all of the following.

- Establish requirements for reviewing and approving teacher induction programs.
- Develop and administer "a system for ensuring teacher induction program quality and effectiveness."
- Review and approve plans for the delivery of regional support services to local induction programs.
- Improve and refine the formative assessment system.
- Improve and refine professional development materials and strategies for personnel involved in implementing induction programs.
- Conduct and track research related to beginning teacher induction.
- Evaluate the effectiveness of the BTSA System two years following its full implementation, and report the findings to the Legislature no later than January 1, 2000.
- Periodically evaluate the validity of the California Standards for the Teaching Profession and the Standards of Quality and Effectiveness for Beginning Teacher Support and Assessment Programs, and make changes to those documents as needed.

BTSA Continued on Page 18

BTSA Continued from Page 17

Additionally, the Commission and the Superintendent would be required to "disseminate the California Standards for the Teaching Profession . . . to colleges, universities, school districts, county offices of education, and professional associations, who shall be encouraged to use the standards in efforts to improve teacher preparation and support programs."

Applicability of Bill to All Beginning Teachers. The BTSA System would include fully-prepared new teachers in the first year or second year of certificated service. Other new teachers would also participate in the BTSA System. The bill would establish, for the first time, authority of both the Superintendent and the Commission over "a statewide teacher induction program that supports locally designed, high quality induction programs that provide individualized support and formative assessment for all beginning teachers regardless of the route taken to the teaching profession." As a consequence of this provision, the authority of the Superintendent and the Commission would apply, concurrent with other provisions of law, to the holders of internship credentials and emergency permits. In fact, interns and emergency permit holders could participate in BTSA Programs during the first, second and third years of teaching. Accordingly, interns could participate in two programs simultaneously (Internships and BTSA Programs), whereas apprentices could participate concurrently in another pair of programs (Apprenticeships and BTSA Programs). AB 1266 would commit \$5,000 to each BTSA teacher per year. Currently, local assistance grants for internships amount to \$1,500 per intern per year, and the Commission is proposing to award local assistance grants for apprenticeships amounting to \$2,000 per apprentice per year.

Provisions for Expansion of the BTSA System. AB 1266 would declare "the intent of the Legislature to serve all first and second year beginning teachers . . . by the year 2000." It would further declare that, for the 1997-98 fiscal year, each local education agency receive one-third of the amount needed to support all beginning teachers. For the 1998-99 fiscal year, the bill would declare that each local education agency receive two-thirds of the amount needed to support all beginning teachers. Finally, "commencing with the 1999-2000 fiscal year and each fiscal year thereafter, the amount (shall) be appropriated in the annual Budget Act that is necessary to provide each participating school district or consortium of school districts with its full entitlement." To plan the expansion of BTSA System funding, the bill would require the Superintendent to develop a funding expansion plan, and report that plan to the Legislature.

Voluntary Participation in the BTSA System. AB 1266 would require that "participation in the program shall be voluntary for school districts and county offices of education and participation by certificated employees shall not be made a condition of employment." The bill would require that full funding for the BTSA System be appropriated by the year 2000, but it would not modify the mandated voluntary nature of the program thereafter.

Fiscal Provisions of AB 1266. AB 1266 would require the Commission and the Superintendent to implement the following fiscal provisions.

1. The bill would require that, each year, an amount be appropriated for local teacher induction programs equal to \$3,000 for each beginning teacher participating in the program, with an annual adjustment for cost of living increases.
2. Local education agencies that sponsor teacher induction programs would be required to "contribute not less than two thousand dollars (\$2,000) for the costs of each beginning teacher served in the induction program." These funds could be allocated locally "from amounts received for the Mentor Teacher Program . . . or from other local (or) state" resources.
3. For the 12 regional service centers for induction programs, the Superintendent would be required to "allocate funding each fiscal year to each regional service center," including "an initial allocation of one hundred thousand dollars." Beyond this initial allocation, each regional service center would receive a *pro rata* share of remaining funds that are available for the centers, based on the numbers of beginning teachers who are served. Unlike other provisions of the bill, this provision would be administered only by the State Superintendent.
4. Each year, "for the state level administration of the program," the Superintendent and the Commission would be authorized to spend not more than five percent of the overall appropriation for teacher induction programs. The Superintendent and the Commission would each be authorized to spend one half of the amount available for program administration.

California Commission on Teacher Credentialing Executive Staff Members

Sam Swofford	Executive Director
Paul Longo	General Counsel and Director, Division of Professional Practices
Robert Salley	Director, Certification, Assignments and Waivers Division
David Wright	Director, Professional Services Division
Mary Butera	Manager, Personnel and Labor Relations
Sandi Derr	Manager, Budget and Fiscal Services

Recruiting *Continued from Page 11*

Similarly, it is not enough merely to *expand* the pool of prospective teachers for California's classrooms without addressing how new recruits are to be prepared and inducted into the profession that shapes California's future. Therefore, the Task Force also recommends various strategies and programs aimed at **strengthening the pipeline** into teaching by establishing more effective "career corridors" into the schools, particularly in high-need areas. Stronger connections among high schools, community colleges, and four-year institutions must be forged to provide students with academic advising, career guidance, financial aid information and other incentives, and to provide project coordinators and staff with opportunities to network, convene, and collaborate (on-line and via conferencing). Stronger linkages also are needed because the so-called 'pipeline' leaks at various points and many potential teacher candidates are diverted or lost altogether along the way. At the same time, it should also be noted that California has already piloted and implemented several of the pipeline recommendations the Task Force proposes. In this regard, the Task Force's recommendations are designed to strengthen existing programs, as well as introduce a range of new pathways to teaching careers.

Finally, the Task Force report focuses on additional policy and programmatic recommendations designed to **remove unnecessary barriers to teaching careers**, such as: ensuring that basic skills testing has a positive impact on teacher quality and supply; developing new financial incentives to attract high-caliber candidates to high-need areas and fields in the profession; enabling them to complete their teacher preparation programs by ensuring course availability and accessibility; easing interstate transfer of credentials; and stimulating recruitment from the reserve/retiree pools.

Today, leaders across all sectors of California's education landscape share a growing sense of the importance of teacher recruitment, development, and diversity issues to the accomplishment of the state's overarching education reform goals. Echoing their predecessors of over a decade ago, they are asking "Who Will Teach Our Children?" Any answer short of "a fully qualified, caring, and competent teacher" shortchanges California's future. The action steps outlined below provide an achievable foundation for meeting this goal, provided that they are matched by concomitant efforts to strengthen standards and practices in teacher preparation, selection/hiring, and professional development across the career continuum.

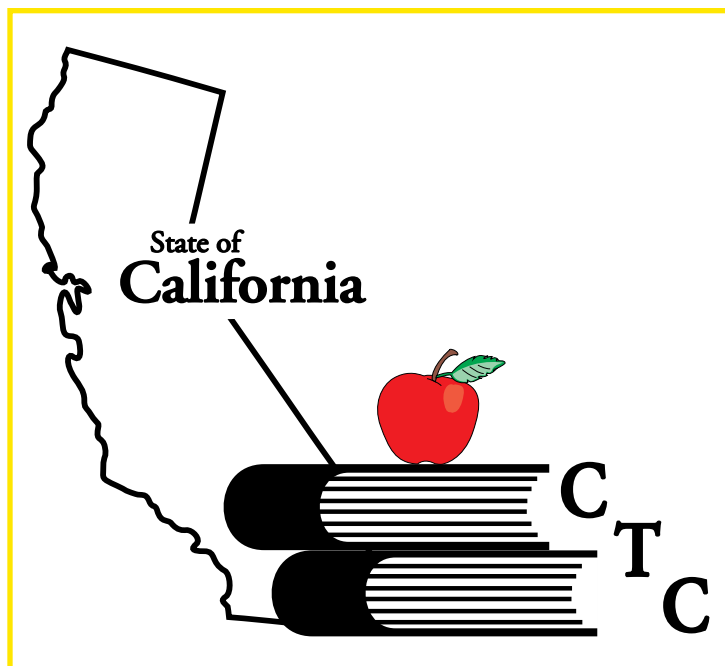
The Task Force developed remarkable agreement around the actions proposed in this plan, reflecting a growing consensus in the education community. Moreover, the Task Force's recommendations have been preceded by a decade of policy discussions, reports, and research. While each of the recommendations proposed in this plan has its place, the Task Force emphasized the need to begin immediately to address California's teacher recruitment crisis. Accordingly, the Task Force identified eleven areas for priority action.

Who will teach our children? Any answer short of "a fully qualified, caring, and competent teacher" shortchanges California's future.

Areas of Priority Action Identified by the Statewide Task Force on Teacher Recruitment

1. Develop a California-Specific Public Service Announcement (PSA) Campaign
2. Generate News Coverage of Teacher Need and Opportunities in California
3. Create a "What It Takes To Teach in California" Brochure
4. Develop a "California Careers in Teaching Handbook"
5. Establish a California Center/Clearinghouse on Teaching Careers
6. Develop a Prospective Teacher Helpline and Referral Database
7. Create a Respondent Database via Helpline and Response Cards
8. Expand the Paraprofessional Teacher Training Program
9. Provide Internships
10. Expand the Beginning Teacher Support and Assessment Program
11. Link the Mentor Teacher Program to New Teacher Support

Elements of this action plan have been incorporated into Senate Bill 824 by Senator Leroy Greene, Chair of the Senate Education Committee. Senate Bill 824 would create a California Center on Teaching Careers. Other legislative measures have been introduced to expand the Beginning Teacher Support and Assessment Program (Assembly Bill 1266, Mazzoni); to expand the Paraprofessional Teacher Training Program (Assembly Bills 352 and 353, Scott and Wildman); and to provide more internships (Assembly Bill 18, Mazzoni, which already has been enacted into law).



The California Commission on Teacher Credentialing

Carolyn Ellner, Chair
Postsecondary Education Member

Torrie L. Norton, Vice Chair
School Teacher

Phillip A. Barker
School Teacher

Melodie Blowers
School Board Member

Verna B. Dauterive
School Administrator

Scott Harvey
Public Representative

Carol Katzman
*Office of Superintendent
of Public Instruction*

Patricia A. Kuhn
School Teacher

Helen Lee
Public Representative

Gary Reed
Public Representative

Craig Smith
Public Representative

Edmund Sutro
School Teacher

Nancy Zarenda
School Teacher

EX-OFFICIO MEMBERS

Edward DeRoche
*Association of Independent
Colleges & Universities*

Henrietta Schwartz
California State University

Erwin Seibel
*California Postsecondary
Education Commission*

Jon Snyder
University of California

Sam W. Swofford
Executive Director

California Commission on Teacher Credentialing

Meeting Schedule 1997

Dates	Location
April 3-4	Sacramento, Hilton Hotel
May 1-2	Sacramento, Vizcaya Hotel
June 5-6	Sacramento, Hyatt Regency
July 17-18	Sacramento, Hilton Hotel
August 21-22	Sacramento, Hyatt Regency
October 2-3	Sacramento, Hyatt Regency
November 6-7	Sacramento, Hyatt Regency
December 4-5	Sacramento, Vizcaya Hotel



1812 9th Street
Sacramento, CA 95814-7000

BULK RATE
U.S. POSTAGE
PAID
PERMIT NO. 1838
SACRAMENTO, CA

The Commission on Teacher Credentialing Newsletter is an official publication of the California Commission on Teacher Credentialing. Persons seeking further information about the items discussed in this newsletter or concerning other activities of the Commission should send their inquiries to the California Commission on Teacher Credentialing, 1812 9th Street, Sacramento, CA 95814-7000. Telephone inquiries may be made to Tom Rose at (916) 445-4102.